

ENHANCING ENGLISH COMMUNICATION SKILLS AMONG ENGINEERING STUDENTS USING CA-AVR METHODOLOGY

MASARATH JAHAN¹ & K. B. GLORY²

¹Principal, MS Degree & Junior College for Girls, Nalgonda X Road, New Malakpet, Hyderabad, Telangana, India.

²Assistant Professor, Department of English, K. L. University, Green Fields, Vaddeswaram,
Guntur District, Andhra Pradesh, India.

ABSTRACT

In India, English is widely perceived as a valuable life and an employability skill language. Engineering is one of the most rewarding careers of the modern world that can lead to a large number of different roads with areas of specialism. English and Engineering are integrated parts of an Engineer's career growth, thus improvement of both simultaneously is inevitable. In the last decade, many researchers have focused on the issues of effective language skills for future Engineering professionals. But most of them were persistent in checking grammar, spoken vocabulary, etc. This paper discusses on many issues related to the improvement of Engineering student skills in English by developing a novel approach called CA-AVR Methodology. A new Logic has been developed using c#.net as back end and visual studio as front end. The software is developed and made into practice through this technique. The technique is applied to the selected students for validation and verification. It can also be implemented for other people to learn English language.

KEYWORDS: *Employability Skill, CA-AVR Methodology, English Communication, Engineer Career, Technical Student & Software*

Received: Nov 02, 2017; **Accepted:** Nov 23, 2017; **Published:** Feb 05, 2018; **Paper Id.:** IJELFEB201813

INTRODUCTION

English is very useful as it is a means of communication. English helps in building a career that can take the students around the world for working on many different projects. Many researchers have focused on the English communication skills, because it is the foremost and most important tool of communication for Engineers. Most of them have stressed on grammar, its rules and LSRW skills. The learner needs a source of natural communication to acquire the language.

The importance of English communication for technical students and the problems faced by them during academic as well as in their professional life is identified. Students from different economic backgrounds like poor, rich and middle class families have schooling in India that influences English speaking skills. Though most of the students possess intelligence, but they lag English communication skills which are necessary for getting admission into higher education.

The English language teaching faculty of the technical students should not initiate academic syllabus, instead should remove the fear of speaking English and assisting the students in developing communication skills.

A faculty of Language should try to involve the students in various activities such as – Group Discussions, Debates, Role Plays, and JAM Sessions etc. A student can leave the fear by regularly participating in

these activities to become a good communicator.

A strong command of the English language will lead to more social mobility, higher paying jobs with a great deal of social success. English is the second official language of India, which helps in uniting the whole country and is widely used in national, political and commercial communication.

LITERATURE REVIEW

Many researchers have been working for the last few years on various issues in learning English skills to the engineering students. Mane VarsharaniShamrao have discussed few activities about paper presentations, Group discussions, mock interviews, and role play to develop English communication competence[1]. K. Latha, 2014 has reported the importance of English and how learning communication skills reduces the unemployability[2]. Suresh et al., 2016 discussed some of the problems of learning and teaching of English in engineering colleges. It was found, how most of the classrooms are not well equipped with overhead projectors, computers and with latest English softwares. It was difficult to the English faculty to focus on each student in a classroom of 40 students. It was suggested that the faculty should follow direct methods and communicative approach in the classroom, the exam pattern should be changed from writing to oral and should focus on audio-visual aids in teaching such as power point presentation etc. one should adapt technology to learn a language by downloading videos and apps of vocabulary and grammar[3].

B.S.Gomathi et al., 2015 worked on LSRW skills through modern techniques for learning and practicing the language. Enhancement of the English teaching on the rural students was focused [4]. ShikhaSeetha, 2012 has explained about the increasing pressures and challenges of engineering students. It was emphasized to frame communication course material to be incorporated in the engineering course curriculum. It was also stated that the different methods of teaching communication skills and the assessment for enhancing communication of technical students [5].

There is a considerable interest among the researchers on the development of language communication skills in the engineering students by various methods. However, this paper focuses on all the basic activities which are necessary for the engineering student to develop job-oriented English language skills with CA-AVR [Computer Aided - Audio Visual Recording] Methodology.

ROLE OF ENGLISH TEACHER

The English language teacher plays an active role i.e., as a counselor, motivator, communication expert and a soft skills trainer. A teacher can improve the methods of teaching by considering the domain of motivation. Different methods must be adopted to improve teaching English based on the student's environment and family background; the teacher must adopt methods to test the English language proficiency without starting the academic syllabus. There is a need of the hour to groom up the Engineering students by teaching them effective English language skills.

CA-AVR METHODOLOGY

In Computer Aided Audio Visual Methodology, all the activities performed by each student is recorded and maintained as student's portfolio. This portfolio is updated every three months and shown to the students and their respective subject faculty. This is to assess their performance from the beginning, middle and at the end of the semester. This data collection describes the student's background, culture and educational outcomes. It helps to evaluate each of the definitions and data sources in terms of its usefulness. This will improve the learning outcomes over the time.

In this AVR method, the faculty listens the audio and understands the problems of the students. It is a micro level analysis that involves fundamentals and the faculty motivates the students by introducing some activities. These are presented as follows.

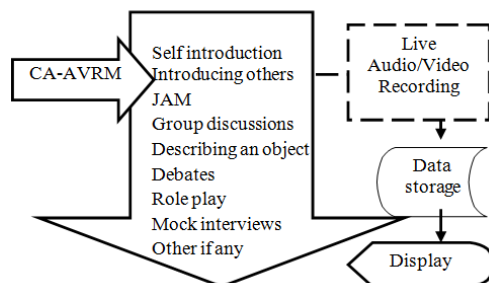


Figure 1: Application of CA-AVR Methodology

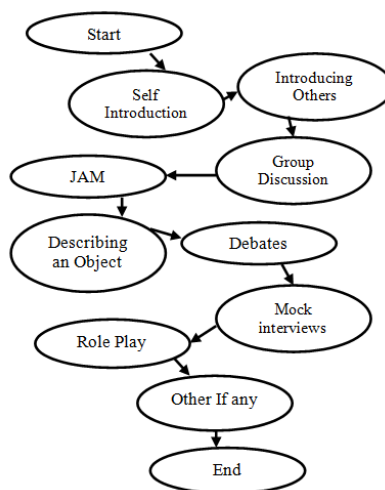


Figure 2: Flow Chart of AVR Methodology

Self-Introduction

One of the commonest ways of breaking the ice is to have each member of the group to give a brief self-introduction speech. Impression obtained at a glance, have a good impact on how others perceive oneself. So how oneself will introduce to others is extremely important. Many people call on introductory speech as an elevator speech. Crafting a good self-introduction can either build or harm one's credibility. It is important to develop a very brief self-introduction that includes:

1.	Your name in the very first sentence of your speech after greeting
2.	Tell about your educational details.
3.	Your achievements or accomplishments.
4.	Then about your interests/hobbies.
5.	How you will spend your time when you are free.
6.	Tell about your skills.
7.	Your Strength
8.	Your weakness. Weakness must be positive.
9.	Your interest and passion
10.	Your short term & long term goal.

As self-introduction requires in every job interview. A student will come to know how to introduce and to learn to

maintain proper eye contact by following these basic steps.

Introducing Others

There are some basic protocols required to follow while introducing people. The purpose is to give an opportunity to know each other. There are many ways to introduce oneself with other people.

- First, state the name of the person being introduced to.
- Second, say “I would like to introduce” or, “please meet” or, “this is,” etc.
- Third, state the name of the person being introduced.

Finally, offer some details about each, as appropriate.

By involving in this activity, students learn to share their knowledge, ideas, experience between the participants and also learns the protocols of introducing others.

Just A Minute(JAM)

Just A Minute is a session where the person should select a topic and speak about it just for 1 minute. In this session, the grammar, pronunciation, sentence formation and spontaneity will be checked. In most of the recruitment process, the interviewer will decide Just A Minute (JAM) topics and a job seeker should speak on the given topic. In some of the interviews, the interviewer will ask the candidate to select their own topic and talk for a minute. This session plays an important role for a good impression. By practicing JAM sessions, students learn the presenting skills, confidence skills, and Communication skills.

Group Discussions (GD)

GD is used as one of the best tools to select the prospective candidates. GD may be used by an interviewer in an organization, colleges or even in different types of management competitions. It is used to gauge whether the candidate has certain personality traits and/or skills. In GD, the group of candidates is given a topic or a situation in a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes. It is a very useful tool to screen the candidate's potential besides their skills. As discussion is a way of collecting ideas, students learn to challenge, develop and acquire the ideas.

Describing an Object

This activity is used to teach students how to describe the people, places, and things. Students learn how to use the 'verb to be'. They learn different adjectives for describing people's appearance, personality, and character. They also learn to use 'have' and 'has' to describe hair color, hair length, and facial features. They practice how to describe places, e.g. famous landmarks, buildings, cities, etc. Students practice describing things that are important to them and describe things from different perspectives.

Debates

Debate is a structured discussion within two teams of at least two people each. One, the Affirmative team that supports the resolution and the other the Negative team, that opposes it. The topic can be selected to achieve a particular educational goal. Students should be prepared to debate either side of a resolution. The debate process offers profound and

long lasting benefits for individuals, its emphasis on critical thinking, independent research, effective communication, and teamwork.

Debate teaches several skills like principles of tolerance, nonviolence, and respect for different points of view. Debate can close the gap among minority and majority cultures and other groups divided by long-standing animosities.

Role Play

Role play refers to taking a role of an existing person or character and acting it out with a partner taking someone else's role. It involves different genres of practice; Role-playing exercises can be used to develop skills that are important inside and outside of science, this kind of skills required to make learning information useful in the real world. Many researchers have adopted this technique of assigning and taking roles in psychological research.

Mock Interviews

In mock interview, candidate is interviewed by someone who isn't evaluating them for an actual job so that he/she can test interview skills. A fair idea can be obtained about the sort of things, they are going to experience at actual interviews. It makes them to prepare how accurately they can deal with it. Mock interviews help students to reduce their anxiety about the interviewing process. This is to train them for the typical interview questions.

However, the faculty conducting the mock interview session must be an experienced interviewer and a skilled trainer. They should provide them the most appropriate set of response that they should practice. In this process, the candidates gain their confidence by acquiring the knowledge about their strengths and weakness.

DATA ANALYSIS

This AVR Methodology grading has shown dramatically improved presentation skills in students. Here the student's presentations were filmed and graded with dubbing from the faculty using a feedback sheet. More importantly, this provides relevant educational feedback to the student. The faculty also identifies a number of language skills that a technical student should carry out effectively such as: speaking politely, using positive language, distinguishing between formal and informal speech, speaking convincingly, reporting, breaking the ice in communicating with strangers, delegating, asking queries and handling questions, suggesting, recommending, clarifying, persuading, active listening, giving an oral presentation and addressing a group.

MICRO ANALYSIS

Apart from the activities, a faculty should be aware of the latest technologies, explore new ideas and have specialization in the subject. The faculty must be aware of the infrastructure necessities of the students at the technical institutes.

- Using various tools, techniques and modes of evaluation such as pen-paper test, oral testing, observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
- The system of evaluating the students must be based on the basis of their day-to-day performance aiming at qualitative improvement in education by using grades instead of marks. As a feedback mechanism for the benefit of faculty, learners and parents should provide timely corrective measures for improving attainment level of the

students.

RESULTS AND DISCUSSIONS

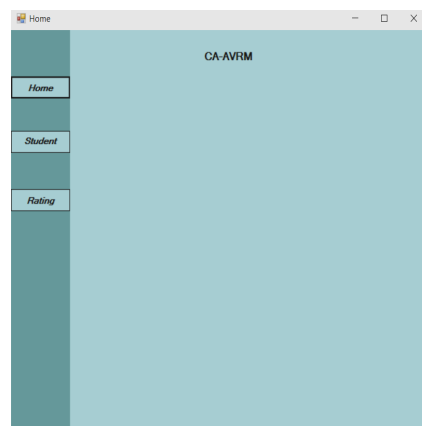


Figure 3: Home Page of CA-AVRM

Using C#. Net the CA-AVRM was developed and executed with Home Page showing different tabs like 'Student'-displays the student information, 'Rating'-displays the different skills used for assessment of the respective student (Figure 3).

When 'Student' tab was clicked, this shows a search text box to enter the student roll number. We can also add a new student information along with roll number (Figure 4). This type of classification or data can be made for one class and stored in the data base. It can be implemented for one college and also in many colleges.

The student information provides about name of the college, name of the student, fathers name, branch name, roll number, previous qualification, address, mobile number and email id. There is a provision for clearing the data and submitting the data (Figure 5).

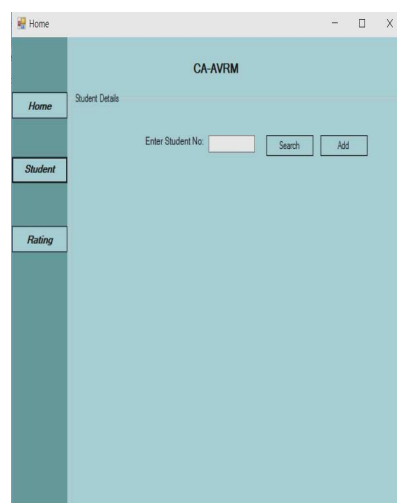


Figure 4: Search Box of a Student Roll Number

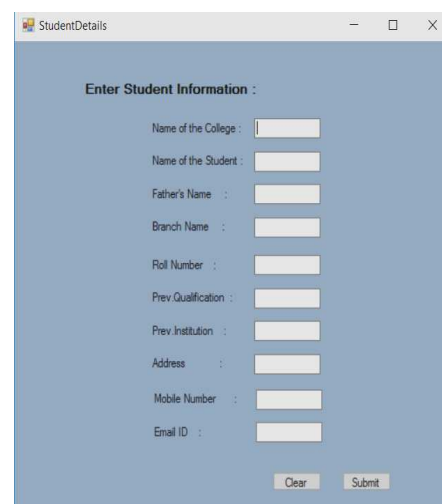


Figure 5: Complete Details of the Student

When to click on rating tab, it shows different skills that appends with the respective student name and roll number, under 'general' information. There is a provision of date and time to enter the data. It also has other tabs showing learning, reading, writing, speaking and grammar errors (Figure 6). Each category was evaluated by the facultyby

maintaining a feed back list.

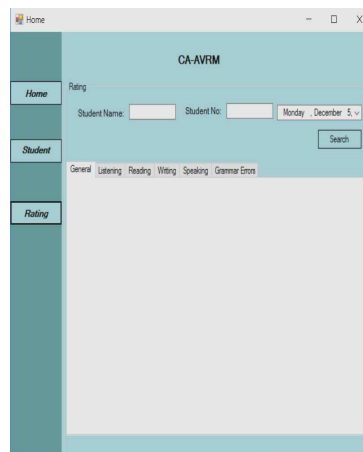


Figure 6: Rating of a Student using Different Skills

CONCLUSIONS

English communication skills are important for Engineering students both in studies and career. These skills should be acquired within four years of Engineering education. With the advent of micro-level analysis, the data of the student can be collected and analyzed through CA-AVR methodology. It further helps the faculty to gauge the student's level of performance at his/her learning stages. This method has been applied to various levels of students and obtained satisfactory result.

REFERENCES

1. Mane VarsharaniShamrao, "Importance of English Communication for Engineering Students from Rural Areas and Its Remedies"-IOSR Journal of Mechanical and Civil Engineering (IOSR-JMCE)ISSN: 2278-1684, PP: 39-42.
2. K. Latha – Role of English Language for Engineering Students"-American International Journal ofResearch in Humanities, Artsand Social Sciences.ISSN (Print): 2328-3734, ISSN (Online): 2328-3696, ISSN (CD-ROM): 2328-3688(2014).
3. B. Suresh, P.Vijay Kumar, N.Sagar–"A Critical StudyonNeedof English Proficiencyfor Emerging Engineers"-Research Journal of English Language and Literature (RJELAL)A Peer Reviewed (Refereed) International Journal,Vol.4.Issue 2.2016
4. Elvinia Reyes- Alivio, Language Learning Anxieties and Communication Skills among Freshmen of Western Mindanao State University, International Journal of Educational Science and Research (IJESR), Volume 6, Issue 2, March - April 2016, pp. 43-54
5. B.S.Gomathi, Dr.T.S.Geetha–"Enriching the Skills of Rural Students with Effective Methods of Teaching English Language using LSRW Skills"-International Journal of Education and Information Studies.ISSN 2277-3169 Volume 4, Number 2 (2014).
6. ShikhaSeetha–"Communication Skills for Engineers in Global Arena ShikhaSeetha"-International Journal on Arts, Management and Humanities 1(1): 1-6 (2012)

